DOCUMENT RESUME

ED 462 334 SO 033 556

AUTHOR	Porter, Priscilla
TITLE	Biographies of Heroes. Grade 2 Model Lesson for Standard 5. California History-Social Science Course Models.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	2001-00-00
NOTE	42p.; For additional related lessons, see SO 033 549-565.
AVAILABLE FROM	California Department of Education, 721 Capitol Mall, 6th Floor, Sacramento, CA 95814. Tel: 916-654-6299; Fax: 916-657-4964. For full text: http://www.history.ctaponline.org/center/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Standards; *Biographies; Curriculum Based Assessment; Grade 2; Literacy; Primary Education; *Social Studies; *State Standards; *Student Research; Teacher Developed Materials; Writing Assignments
IDENTIFIERS	*California; *Heroes; Historical Research

ABSTRACT

Students focus on people who make a difference. The unit features men and women whose achievements have had a direct or indirect influence in the students' lives. These individuals include heroes from long ago and the recent past along with people who are currently active in the local community. The unit is crafted around biographies. It aims to have students become historians who research information about the achievements, courage, and determination of people who have made a difference in the lives of others. Following their research, students write a brief history or biography of a special hero explaining how he or she has made a difference for the better. Suggested time for lesson implementation is 6 weeks. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. (Contains an extensive list of resources for the sample topic. Appended are sample worksheets and a mini-unit on inventions that have changed lives.) (BT)

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ED 462 334

CALIFORNIA History-Social Science
Course Models

Biographies of Heroes

Grade 2 Model Lesson for Standard 5

Developed by Priscilla Porter

SO 033 556

2001

http://www.history.ctaponline.org/center/

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Standard 5: Biographies of Heroes from Long Ago and the Recent Past

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Standard 5:
Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g. biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

Sample Topic for Standard 5:

Read, hear, and write simple biographies of heroes from long ago and the recent past who have made a difference; identify key events in their lives and their accomplishments; and recognize citizens who have made contributions to the local community

Suggested Time: 6 weeks

Developed by Dr. Priscilla Porter and Ernestine Ellis under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills.

Significance of the Topic:

In this unit, students continue to focus on people who make a difference. In Standard 1 they learned about their parents, grandparents, and ancestors who have made a difference in the lives of their descendants and in Standard 4, they studied about people who supply our needs. Students will now focus on the men and women whose achievements have made a direct or indirect influence in the students' lives. This will include heroes from long ago and the recent past as well as people who are currently active in the local community.

The unit is essentially built around biographies--accounts of persons' lives written by another person. Students will become historians in pursuit of information about the achievements, courage, determination of people who have made a difference in the lives of others. Following their research, students will write a brief history or "biography" of a special hero to explain how he or she has made a difference for the better. These heroes may be selected from a variety of role models such as scientists, inventors and leaders from all walks of life who have helped overcome obstacles and solve problems. (Note: The names listed in the standard are exemplars, and this unit is not limited to these names.) In many of the biographies, students will learn how a childhood talent, interest, or difficulty often contributed to the career or path chosen by the adult. A section of the unit will be devoted to students identifying their own interests and talents that will be compiled into a class "yellow pages."

After reading the biographies of famous people that the students do not know personally, they will turn their attention to local citizens who work to solve community problems, improve living and working conditions, and provide lifelong opportunities for local residents. These local heroes may be adults or children who have been honored for the special courage or responsibility that they have shown. Students will seek to identify who these people are, the problems they have addressed, and the obstacles they have overcome. Students will then be empowered to seek out a project that they can work on together to make a difference in their school and/or in their community.

Literacy Links: Many of the activities in this unit will support and develop the student's attainment of language arts objectives. These include:

Grade 2, Standard 5

Reading:
- listen to and read biographies of people who have made a difference
- engage in book talks about their hero

Writing:
- write an entry for the class "yellow pages" highlighting a talent or interest
- keep a graphic organizer to record information from the biographies read
- construct a timeline sequencing the major events in their heroes life
- organize thoughts and information for writing the biography of their hero, develop draft, include appropriate facts and details, peer edit, revise for appropriate sentence structure, capitalization and punctuation, and complete a "published" copy
- write poetry including an I Am Poem
- draw a diagram of the student's invention and label it
- take notes during oral interviews and share information with classmates

Speaking/Listening:
- retell a biography in sequence recalling the events, obstacles, and accomplishments
- role play their "hero" and speak audibly as they tell their life's story
- survey parents and grandparents about inventions during their lifetime
- conduct oral interviews of community members

Focus Questions:
- What makes a hero?
- What are my talents and interests?
- Who are some of the heroes from long ago and the recent past who have made a difference in others' lives?
- Who are some of our local heroes?
- How can I make a difference?

Note: The reader may wish to refer to the Assessment Section on pages 11-12.

Materials Needed for the Lesson
Multiple copies of biographies to read to students and easy-to-read biographies for students to read; encyclopedia; chart paper; local newspapers; local phone book with yellow pages; United States and world maps; and, simple costumes and props for the Heroes Day activity

A

Beginning the Topic

Focus Question: What makes a hero?

Introduce the word "hero" to the students. Discuss what a hero is (a person noted for special achievement in a particular field or a person noted for feats of courage or nobility of purpose). Tell students about some of the heroes that you have. Ask, "What is a hero?" Let students discuss in groups their proposed definition of a hero and then share these with the class. Several dictionaries may also be consulted. After discussion, arrive at a class definition of a hero. Ask students to think about what it takes to be a hero.

Who are your heroes? Ask students to brainstorm a list of their heroes. "Who are the important people in your life? Who are some of the people that you admire?" Record the student's ideas on the chalkboard or chart paper. (Note: Students frequently list family members, their "teacher", the president, sports figures and noted personalities in the entertainment business.)

Have the students create a word square for the word "hero"

HERO	Draw a picture to show what a hero is.
Definition: Write the class definition here.	Draw a picture to show What is NOT a hero

Create a class "hero board." Have students write and illustrate a brief story about a friend or family member who is a "hero." In their stories, students should tell why the person is a hero. Display the stories on the bulletin board. Add additional heroes as the unit progresses. This board may include people from their school and community as well as national and historical figures. Allow students to change the board as they think of new additions.

Encourage students to look for ways they can be heroes by helping a family member or a friend. Have students write and illustrate their story and begin a class book titled "We Can Help Others" that can be added to throughout the

year. Invite the students to dramatize scenes in which one of the characters acts as a hero.

Focus Question: What are my talents and interests?

Discuss with students that everyone has special interests or talents and that sometimes childhood interests or difficulties can lead to adult careers. Encourage students to consider their own talents and interests. Provide each student with a sheet of paper. Ask them to write down any hobbies that they have, sports they play, clubs they belong to, activities they especially like to do. Ask if they have any special talent or interest. Have a class discussion about the strengths of each student. If you wanted help with basketball skills, whom would you turn to? Susan is especially good with math, Jose is a great speller, Tom is always drawing detailed pictures. Is anyone a stamp collector? Who belongs to cub scouts? Does anyone take piano lessons? Continue the discussion until at least one talent, hobby or special interest is identified for each student.

Create a class yellow pages in which each student has an advertisement highlighting one of his or her unique talents, hobbies or skills. As a pre-composing activity, study the yellow pages for your local community noting the organization (alphabetical by category) and the types of advertisements. The "yellow pages" can either be compiled on a large chart of yellow butcher paper, on sheets of yellow construction paper, or duplicated on yellow paper and bound into a book. (Note: A video advertisement could also be made.)

Ask students about the personal time lines they created earlier in the year (Standard 2.1) showing a "typical day" in their life and a "history" of their "life. If students have not created timelines of their life, this would be a good time to do it. On the left side of a sheet of paper, each student lists the year he or she was born. On separate lines, list in chronological order, each year the student has lived. With their family's help, have students list one important event from each year of their life.

Review the literature genre of <u>autobiographies</u> in which the main character is the writer. Share the following characteristics of an autobiography: recounts key incidents in the writer's life; describes the major influences (people, events, places) on the writer; and reveals the writer's feelings, values, and goals. (Note: In Grade 2, Standard 1, students created their own personal time line and used it as a story map to write their autobiography or "story of their life." Included was a cover, a major event for each year of their life, illustrations, special talents and/or interests, a statement about what is important to them (what they value), and what their goals are.)

Discuss the grandparent time line that was also completed during Standard 1. Explain that in this unit, students will create a timeline for a person who has made a difference in the lives of others. They will then use this information as a story map to write a biography of their hero. One day will be set aside when students will come to school dressed as their hero and tell their classmates about "their life."

B
Developing the Topic

Focus Question: Who are some of the heroes from long ago and the recent past who have made a difference in others' lives?

Ask students if they know what a biography is. Explain that the prefix "bio" means life and suffix "graph" means write. A biography is a genre that tells the life story of a real person. In a biography, the writer details the major events, obstacles, and accomplishments of a person, how the person has affected other people, and anecdotes or details that show the person in action.

Present an oral biography of someone you know to the students. You might use a favorite relative or friend of yours. Model the story you tell after the characteristics of a biography listed above.

After presenting your biography, invite volunteers to tell the class about someone significant in their own lives. Engage students in a discussion around the following questions:

- What makes the lives of certain people interesting to you?
- What can you learn about a person by studying his or her life?
- What might you learn about yourself by exploring someone else's life?

Whom would you choose and why? Ask students, What if you wanted to write a biography about someone you have never met? What would you need to do? How would you decide what particular part of their life or achievement you would emphasize? Note class responses on poster paper for students to refer to later on.

Thomas Edison – An Inventive Hero

Before writing biographies, students need to listen to and read biographies. Begin by reading *Thomas Edison's Bright Ideas* by Jack Keller. (Note: A different biography may be substituted when doing the following activities.) This is a biography of the inventor, for beginning readers, that focuses on his research with electricity and his invention of the incandescent electrical light. *A Picture Book of Thomas Alva Edison* by David Adler is also an excellent book and may be

substituted for *Thomas Edison's Bright Ideas* or read in addition to it. It includes important dates and highlights a variety of inventions. This information is useful for constructing a time line of Edison's life.

Ask students what Edison did to make a difference? Record their responses under "accomplishments" on a graphic organizer (Appendix 1.) Record other information about Edison on the organizer. Using a United State map, label the important places in Edison's life.

Make a time line of the key events in Edison's life. (Important dates are highlighted at the beginning of the Adler book.) If possible, locate actual photographs of Edison to add to the time line. Use the time line to model how to write a simple biography of Edison. Use the format listed in Appendix 5.

Provide some optional activities that students can select from to show what they have learned about Edison's life. Examples include:

- Make a poster showing some of Edison's inventions.
- Write a play or short skit in which the important events in Edison's life are told.
- Write a conversation between two people about Edison.
- Make a puppet that represents Edison and have it give a speech to the class.
- Make a mobile of objects pertaining to Edison.
- Write a song about Edison (The Light of My Life?)
- Write about at least one event that was happening in the United States or somewhere else in the world when Edison lived.

Thomas Edison was one of the most prolific inventors of the late 19th century. Tell students many times if people need something that they don't have, they invent it. Ask them to predict why they think the following items were probably invented - a toothbrush, a zipper, a sandwich, a basketball, a paper clip, the telephone, a pencil.

Refer to Appendix 10 for a "Mini-Unit on Inventions that Have Changed Our Lives" which could be done at this time.

Reading More Biographies TO the Students

Read several more biographies to your class. Refer to Appendix 2 for a list of recommended series of biographies to read to students. A wide selection of biographies is annotated in the Resources for the Sample Topic section.

Discuss the key events in each person's life and how he or she has made a difference ("accomplishments"). Chart these key items on a graphic organizer (Appendix 1). Create a "Biography" or "People Who Have Made a Difference"

time line. Include dates when each person lived. On a world map, mark the location where each person lived. These same topics will be used later when students write biographies on their own.

Create a class chart. Record data about each "hero" on the chart.

Hero	Dates Lived	Location	Key Events in the Person's Life	Accomplishments

Students **READ** Biographies

After having listened to several biographies, it is time for the students to read one on their own. You are cautioned to select carefully since many biographies are too difficult for Grade 2 students to read independently. Many of these books come in a series. Refer to Appendix 3 for a list of Easy-to Read series and to the annotated list of books in Resources for the Sample Topic.

Begin with multiple copies of one biography. Organize your students into cooperative learning groups and provide each group with a copy of the biography. If your students have difficulty reading independently, read the book aloud while the students follow in their text. Stop to help students identify key events in the person's life and obstacles they faced. As you read the book, encourage students to predict what they think will happen next. At the end of the book, list the person's key accomplishments. Students tend to identify too many key events in a person's life or to pick too many events in the early part of the person's life. Use a post-it note and each time there is an event that the students think will be significant and mark the spot. Later, return to your events and prioritize them selecting no more than 8 to 10. If possible, include the date/s for each event.

List the events on chart paper or on a work sheet. Cut out the events and have students practice sequencing them into the proper order. These events can then be put onto a time line depicting the person's life. If possible, have students locate primary source photographs of the person taken during their lifetime to include on the time line.

Using the time line as a story map, have the students dictate a biography of the person telling their life's story. As an alternative strategy, after using post-its to note the key events and accomplishments, have students work in groups to use

the text of the book to create a "Found Biography" using the items they selected. Each group can then share their "biography" with the rest of the class.

Other techniques that you can use in case the biography is too difficult are:

- Read the book aloud and have the students "echo" read or read aloud with you. Students are more likely to look at the words this way and they will practice some of the phrasing that fluent readers use.
- Reread the book once or twice orally. If the book is too long, reread segments or descriptions. You might read the book the first time for the overall content and then return to the book to select the topics to go on the graphic organizer. This gives them a purpose to revisit the text.
- Have the students read the book with a buddy who is a more capable reader. As students read together they gain valuable reading practice and assist one another with unknown words.
- Read the book aloud once or twice, complete the time line and graphic organizer together with the students, and then have the students read the biography independently.

After modeling the reading of one biography, have students each select a different biography providing there are enough books. If not, groups of students may work study the same "hero". Complete the graphic organizer. Place a marker on the class map to show where their hero lived. Have students meet in small groups for book talks about their heroes.

Add the dates the hero lived to the large class time line. Create individual time lines for the main events in their hero's life. To create their hero's time line, students should:

- Determine the time intervals and key events
- Use a ruler to create a proportional time line
- Always keep the space between the time intervals the same
- Include a title
- If possible, decorate the time line with primary source photographs

Students Write a Biography

The final project in this section is for students to write a simple biography of their hero (Appendix 5). Use the categories on the graphic organizer, including the key events identified for the time line. Adjust the requirements of the biography to the level of the students. Generally, a biography should include:

- cover including the hero's name, dates lived, and the student author's name
- map showing the geographic areas where the hero lived and worked
- description of 4 to 6 key events in the hero's life

- hero's major accomplishments

Optional topics that may be included are:

- childhood talents or interests
- any sacrifices that had to be made
- obstacles he or she had to overcome
- picture of the hero

When students are researching their hero, you may wish to teach them how to use a CD-ROM encyclopedia, traditional encyclopedias, and/or online search engines. These are also good sources for primary source photographs.

The biographies can be placed in the school or community library or displayed on a "Heroes Hall of Fame" bulletin board.

Have students write an "I am" Poem where they assume the role of the person studied. An abbreviated version for Grade 2 students is included in Appendix 6.

Ask students to design a way to commemorate their hero such as a postage stamp, a coin, or a monument dedicated to the person. You might also have students design a poster stating why their hero is remembered today.

C
Culminating the Topic

Heroes Day

To culminate the biography section of the unit, plan a special Heroes Day. Students come to school dressed as the hero they read about in their biography. A simple hat or prop is all that is needed. Thomas Edison might wear a lab coat and carry a patent for one of his inventions. George Washington Carver might be dressed in a suit and carry a plant, some cotton, or a bag of peanuts. Abe Lincoln could wear a stove top hat and Eleanor Roosevelt could wear a ladies hat. Let the students use their imagination.

As students arrive at school, they are given a nametag to wear for the day. Encourage adults on campus to speak with any of the "heroes" and ask them questions about their life. Have each student make an oral presentation to your class telling about events in their life, where they live, obstacles they have had to overcome and to tell about some of their accomplishments. Videotape students oral presentations and share this at an Open House. You might wish to have other teachers invite the students to become guest speakers in their classrooms.

Grade 2, Standard 5

Focus Question: Who are some of our local heroes?
Ask the students ways that people help each other. Explain that they are going to interview an adult to find out ways that they help others. Brainstorm with the students someone they know who works to help other people. This person might be a community worker who performs a service such as a nurse, a policeman, or a teacher. Develop questions that can be used in the interview. These might be:

- What do you do in your job?
- How do you help people?

Ask students if there are additional questions they might like to ask. Before the students conduct the interview, have them work with a buddy in the classroom to practice asking questions and taking notes. Students then need to arrange for a time to talk with the person and ask the questions they have selected.
Afterwards, have write or draw a poster to show how the person helps others. Have the students share their findings and tell how the person they interviewed helps others.

Brainstorm the names of people in the local community who have made a difference - interview parents and adults, check the local newspaper - and make a list of who they are and what their accomplishments are. Add their names to the class "hero board". Include pictures and newspaper clippings about these people who have made a difference in the local community. If possible, have as a guest speaker a local person who has been recognized for making a difference in the community.

Design a plaque honoring a local hero (Appendix 7). Include a photograph or drawing of the hero and write a description of his or her accomplishments. Post the plaque in the school office or at a community hall for public viewing. Select one or two "Heroes of the Year" and hold a special ceremony to honor their deeds.

Focus Question: How can I make a difference?
Tell students that "You too can make a difference in the lives of others." Read the book *Miss Rumphius* by Barbara Cooney. At the end of the book, ask students what Miss Rumphius did to make a difference in her community (planted lupines). Miss Rumphius asks the children what they think they can give back to the world? Invite your students to answer the same question and discuss ways that they might be able to make a difference in the lives of others. Have students list some things they might do as a class to help others in the community. Working together, select a service learning project that your class would like to do to make a difference.

Sample activities include:

- adopt an area on the school playground to keep clean
- recycle newspapers or cans
- collect shoes or eyeglasses for the homeless
- visit a senior citizen home and mail cheerful notes and pictures
- collect canned foods for needy families
- volunteer in a primary class to help students learn how to tie their shoes

Have students brainstorm ways to answer the question, "How can I make a difference?" Use *The Kids Care* (Novelli and Chayet) for recommendations of various activities including community involvement, social action, global awareness, animal protection, and environmental issues and refer to *50 Simple Things Kids Can Do To Save the Earth* (The Earth Works Group) for exciting things to do to keep the earth a safe and healthy place. *The Kid's Guide to Service Projects* (Lewis) is a good teacher resource for service learning activities. Invite students to write a pledge stating what they will do for their school or community. After accomplishing their pledge, students may draw a picture showing them accomplishing their deed, write a description of their action, and post it on the class "hero board".

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the unit.

1. What makes a hero?
2. What are my talents and interests?
3. Who are some of the heroes from long ago and the recent past who have made a difference in others' lives?
4. Who are some of our local heroes?
5. How can I make a difference?

It is recommended that student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- create a word square for the word "hero"
- write and illustrate a story telling how you can help a family member or friend

- write an entry for the class yellow pages highlighting a unique talent, hobby or skill you have
- complete the graphic organizer for each biography read
- read the biography of a hero
- write a biography of a hero with a:
  - cover including the hero's name, dates lived, and the student author's name
  - map showing the geographic areas where the hero lived and worked
  - description of 4 to 6 key events in the hero's life
  - hero's major accomplishments

  Optional topics that may be included are:
  - childhood talents or interests
  - any sacrifices that had to be made
  - obstacles he or she had to overcome
  - picture of the hero
- write an I am Poem assuming the role of a hero
- Design a commemorative stamp, coin, or monument dedicated to a hero
- Role play a hero and make an oral presentation about:
  - Key events in "my" life
  - where "I" lived
  - "my" accomplishments
- interview an adult community worker and write or draw a poster telling how the person helps others
- design a plaque honoring a local hero that includes a picture or drawing of the hero and what their accomplishments are
- design and complete a class community service project
- write a pledge stating what you will do for their school or community, perform the deed, and draw a picture or include a photograph detailing what you did

Extended and Correlated Activities:

- Write three questions you would want to ask your hero if you could meet him or her? How do you think the person would respond?
- Have pairs of students read the same biography, write questions about the person's life and then interview each other.
- Have students place themselves in one of the biographies they have read and write a dialogue they might have with the individual.
- Have students research "Events in History" that occurred during their hero's lifetime.
- Examine several book covers of biographies in your classroom or school library. What does the book cover tell you about the person? Design a

different book cover for one of the biographies you read. What would you show on the cover? Why? What does your book cover tell about the person's life and accomplishments?

- Write a persuasive speech from the point of view of the person whose biography you read. For example, George Washington might tell about the army's experiences at Valley Forge and why they need more supplies. Thomas Jefferson might explain the reasons for the Declaration of Independence. Jackie Robinson might tell why he should play major league baseball. Martin Luther King might explain the importance of nonviolent protests.
- Read Robert Lawson's *Ben and Me*, the fictionalized biography of Ben Franklin as told by a mouse named Amos. Using this book as a model, students write a biography of an individual taking the role of an animal in the story and describing the life and accomplishments from their viewpoint.
- Read *Thomas Alva Edison - Great Inventor* (David A. Adler, 1990), a more detailed account of Edison's life than Adler's *A Picture Book of Thomas Alva Edison*. This book is divided into seven chapters and will take several days to read.
- Write a BioPoem (See Appendix 8).
- Create a **RAFT** Writing for one of the biographies read.
  R stands for Role (the name of the famous person the student has assumed)
  A stands for Audience (who the piece is written to)
  F stands for Form (will it be a letter, newspaper article...)
  T stands for Tense (such as past, present, future)

Examples for the RAFT might include:
You are (TENSE) Thomas Edison (ROLE) and you are going to write a letter (FORM) to the United State Government Patent Office (AUDIENCE). Describe your latest invention.

You are (TENSE) George Washington Carver (ROLE) and you are now teaching at Tuskegee Institute in Alabama. Write a letter (FORM) that you will send to farmers in the South (AUDIENCE) telling them different ways peanuts can be used.

- Read the poem "Dreams" by Langston Hughes (Appendix 9). Discuss what is meant by a dream (a hope or a aspiration for the future). Do a quickwrite to list dreams of what they would hope to accomplish in life. Make a shared list of the students' dreams. Rewrite the poem adding some of their dreams after the first line in each stanza.

- Read the book *No Problem* (Brown, 1993). In this book a mouse is given a package filled with bits and pieces waiting to be assembled. Give each student a paper bag filled with 5 to 7 items such as a paper clip, a straw, the center cardboard from a paper towel or toilet paper roll, or any other easily available items. Challenge the students to "invent" something using ALL the items. Students give their invention a name, write a statement explaining what it does, and share it with their classmates.

Refer to Appendix 10 for a Mini-Unit on Inventions That Have Changed Our Lives and Appendix 11 for a list of additional activities for biographies.

Resources for the Sample Topic
The ** books are strongly recommended and the * are recommended.

Adler, David A. *A Picture Book of Benjamin Franklin.* Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1990. ISBN 0-8234-0792-6. Born in Boston in 1706, Benjamin Franklin served an apprenticeship as a printer, and in 1728 opened his own print shop in Philadelphia. Adler, in a simply text, surveys Franklin's life highlighting his work as an inventor, scientist, writer, and statesman.

Adler, David A. *A Picture Book of Frederick Douglass.* Illustrated by Samuel Byrd. New York: Holiday House, 1993. ISBN 0-8234-1002-1. This is a well illustrated biography of a man who. after escaping slavery, became an orator, writer, leader in the abolition movement, and a diplomat.

Adler, David A. *A Picture Book of Jesse Owens.* Illustrated by Robert Casilla. New York: Holiday House, 1992. ISBN 0-8234-0966-X. A simple biography of James Cleveland Owens, the celebrated track-and-field star who competed in the 1936 Olympics in Berlin.

* Adler, David A. *A Picture Book of Christopher Columbus.* Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1991. ISBN 0-8234-0857-4. Beginning with his youth in Genoa, the biography helps students understand the difficulties Columbus faced in attempting to get support for his first voyage across the Atlantic to reach the Indies. The book provides a good survey of the navigator's life and accomplishments.

* Adler, David A. *A Picture Book of Eleanor Roosevelt.* Illustrated by Robert Casilla. New York: Holiday House, 1991. ISBN 0-8234-0856-6. In this brief account of the life and accomplishments of Eleanor Rossevelt, Adler emphasizes her humanitarianism and efforts to secure world peace.

* Adler, David A. *A Picture Book of Harriet Tubman.* Illustrated by Samuel Byrd. New York: Holiday House, 1992. ISBN 0-8234-0926-0. The life story of Harriet Tubman from her youth as a slave to becoming the most celebrated "conductor" on the Underground Railroad. This is a simply written story with vivid illustrations.

* Adler, David A. *A Picture Book of Helen Keller.* Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1990. ISBN 0-8234-0818-3. A picture biography that clearly shows the challenges that confronted a young blind and deaf girl. In a simple text, Adler tells the important accomplishments of Helen Keller's life and describes the dedication of her teacher and life-long friend, Anne Sullivan.

* Adler, David A. *A Picture Book of John F. Kennedy.* Illustrated by Robert Casilla. New York: Holiday House, 1991. ISBN 0-8234-0884-1. This pictorial biography surveys the life and career of thirty-fifth President of the United States.

* Adler, David A. *A Picture Book of Martin Luther King, Jr.* Illustrated by Robert Casilla. New York: Holiday House, 1989. ISBN 0-8234-0770-5. This illustrated biography introduces readers to the life and ideals of this prominent civil rights leader whose philosophy of non-violence and civil disobedience helped bring down barriers that divided white and black Americans.

Adler, David A. *A Picture Book of Sojourner Truth.* Illustrated by Gershom Griffith. New York: Holiday House, 1994. ISBN 0-8234-1072-2. Born into slavery in New York in 1782, Isabella Bumfree--better known as Sojourner Truth--spent most of her life working to end slavery and insure equal rights for all persons. During the Civil War Sojourner raised money to help African American soldiers and to care for slaves escaping to freedom.

* Adler, David A. *A Picture Book of Thomas Alva Edison*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1996. ISBN 0-8234-1246-6 (hardcover). An introduction to the genius with a curious mind who loved to experiment and who invented the phonograph, light bulb, movie camera, and numerous other items.

Adler, David A. *Thomas Alva Edison, Great Inventor: A First Biography*. Illustrated by Lyle Miller. New York: Holiday House, 1990. ISBN 0-8234-0820-5. A read aloud biography of an inventive genius who developed the incandescent light bulb and received patents for over 1000 inventions.

Adler, David A. *A Picture Book of Thomas Jefferson*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1990. ISBN 0-8234-0791-8. This illustrated biography of Thomas Jefferson traces his life from boyhood to the presidency. Adler describes Jefferson's achievements as architect, author of the Declaration of Independence, diplomat, and President of the United States.

Aliki. *A Weed is a Flower: The Life of George Washington Carver*. New York: Simon and Schuster, 1988. ISBN 0-671-66490-5. This read aloud biography tells of the obstacles that George Washington Carver overcame to become a prominent scientist and plant specialist. The economic impact of Carver's work is clearly illustrated throughout this book.

* Benitez, Mirna. *George Washington Carver: Plant Doctor*. Illustrated by Meryl Henderson. Austin, TX: Raintree Steck-Vaughn, 1989. ISBN 0-8114-6719-8. A chronicles of the life and work of George Washington Carver for beginning readers. The biography describes his curiosity about plants as a young child, his education, and career as a teacher and scientist.

* Bradbury, Pamela Zanin. *Albert Einstein* (Great Americans Series). Illustrated by James Seward. New York: Simon and Schuster. ISBN 0-671-64767-9. A fascinating lift story of one of the world's most famous scientists. The book includes a number of illustrations from the Library of Congress and National Archives. This read aloud and shared reading book provides both story and background information on this great America. Other biographies in the series are: *George Washington* (ISBN 0-671-63632-4); *Abraham Lincoln* (ISBN 0-671-62982-4); *Martin Luther King, Jr.* (ISBN 0-671-63632-4); *John F. Kennedy* (ISBN 0-671-64025-9); *Harriet Tubman* (ISBN 0-671-64026-7; and, *Sitting Bull, Tatanka Yotanka* (ISBN 0-671-64027-5).

Brandt, Keith. *Marie Curie: Brave Scientist*. Illustrated by Karen Moline. Mahwah, New Jersey: Troll Associates, 1983. A brief biography focusing on

the youth of the scientist who twice received the Nobel Prize for her work with radium. This is a good read aloud or cross age tutoring book. Other books in the series are: *Elizabeth Blackwell, First Woman Doctor* (Greene, ISBN 0-516-44217-1); *Davy Crockett, Young Pioneer* (Santrey, ISBN 0-89375-848-5); *John Adams, Brave Patriot* (Santrey, ISBN 0-8167-0560-7); *Andrew Jackson, Frontier Patriot* (Sabin, ISBN 0-8167-0548-8); *Teddy Roosevelt, Rough Rider* (Sabin, ISBN 0-8167-0556-9);*Thomas Alva Edison, Young Inventor* (Sabin, ISBN 0-89375-842-6); *Patrick Henry, Voice of the American Revolution* (Sabin, ISBN 0-89375-769-9); *James Monroe, Young Patriot* (Bains, ISBN 0-8167-0558-5); *Paul Revere, Son of Liberty* (Brandt, ISBN 0-89375-767-5); and, *Jackie Robinson, A Life of Courage* (Brandt, ISBN 0-8167-2506-3).

* Browne, Eileen. *No Problem.* Candlewick, Press, 1993. ISBN 1-564-02638-8. A mouse receives a big present, a package filled with bits and pieces just waiting to be assembled. "I can put these together, no problem." Perhaps mouse should read the directions first! The delightful book illustrates the importance of reading directions first.

Burleigh, Robert. *Flight.* Illustrated by Mike Wimmer. New York: Putnam and Grosset, 1991. ISBN 0-698-11425-6. Burleigh describes Charles Lindbergh's remarkable solo flight across the Atlantic from New York to Paris in 1927.

Burns, Bree. *Sitting Bull and Other Legendary Native American Chiefs.* New York: Crescent Books, 1993. ISBN 0-517-07344-7, Sitting Bull, Geronimo, Hiawatha, Crazy Horse, and a number of lesser known leaders are among the Indian chiefs included in this work. The book includes over 100 archival and full-color photographs. It is a good reference source for teachers.

Carratello, John, and Patty Carratello. *Plants: Hands-On-Science.* Illustrated by Terry Wright. Huntington Beach, CA: Teacher Created Materials, 1988. ISBN 1-55734-224-5. Basic vocabulary and science concepts are presented in activities designed to engage the student's imagination. These experiment-oriented activities will help children learn to "think" like scientists.

* Cooney, Barbara. *Eleanor.* New York: Viking, 1996. ISBN 0-670-86159-6. The story of the childhood live of Eleanor Roosevelt who, at an early age, showed the compassion and strength of character that was to made her one of the 20th century's most remarkable women. Although difficult reading for most second grade students, this is a good read aloud book.

** Cooney, Barbara. *Miss Rumphius.* New York: Viking Press, 1982. ISBN 0-14-050539-3. Great-aunt Alice Rumphius was once a little girl who loved the sea, longed to visit faraway places, and wished to do something to make the

world more beautiful. When speaking to children she reminded them, "You must do something to make the world more beautiful." This is a good source to use to introduce students to community service projects.

Davidson, Margaret. *Louis Braille: The Boy Who Invented Books for the Blind.* Illustrated by Janet Compere. New York: Scholastic, 1971. ISBN 0-598-4602-7. The story of Louis Braille who discovered a way for the blind to read and write using a series of raised dots for the letters of the alphabet. Today nearly all books for the blind are printed in an alphabet called "braille." This is a good read aloud or independent reading book. A braille alphabet is included.

Demarest, Chris L. *Lindbergh.* New York: Crown, 1993. ISBN 0-517-58718-1. From his boyhood interest in gadgets and machines, this biography of Charles Lindbergh examines the life of the world's most famous aviator. Demarest dramatically recreates Lindbergh's solo crossing of the Atlantic from New York to Paris in 1927.

** The Earth Works Group. *50 Simple Things Kids Can Do To Save the Earth.* Kansas City: Andrews and McMeel, 1990. ISBN 0-8362-2301-2. You don't have to be grown up to save the earth! This book shows students how to keep the earth a safe, healthy place with experiments, facts, and exciting things to do.

* Epstein, Sam, and Beryl Epstein. *George Washington Carver: Agricultural Scientist.* New York: Dell, 1991. ISBN 0-440-40404-5. Fascinated with plants as a youth, George Washington Carver wanted to find out everything he could about what made them grow. He worked his way through school and later started a traveling school that taught farmers how to grow healthy crops. he became a world-famous scientist who discovered over 300 uses for peanuts.

Fernandez, Mayra. *Antonia Novello: Doctor.* Illustrated by Rick Villarreal. Cleveland, OH: Modern Curriculum Press, 1994. ISBN 0-8136-5302-9. Antonia Novello was the first Hispanic and first woman to be named U.S. Surgeon General, the nation's chief doctor. A specialist in pediatrics, she also served as the deputy director of the National Institute of Child Health and Human Development. This is a read aloud and shared reading book.

Ferris, Jeri. *What Are You Figuring Now? A Story About Benjamin Banneker.* Illustrated by Amy Johnson. Minneapolis, MN: Carolroda, 1988. ISBN 0-87614-331-1 (library binding). This is a good read aloud biography of an African American farmer and self-taught mathematician and astronomer.

Banneker also was the surveyor for the new capital, Washington, D.C., in 1791.

Finchler, Judy. *Miss Malarkey Doesn't Live in Room 10.* Illustrated by Kevin O'Malley. New York: Walker, 1995. ISBN 0-8027-8387-2. How many children worship their teachers? How many think their teacher lives at school? The children in room 10 believe that Miss Malarkey has a permanent residence in their classroom. What a surprise to find out differently! A fun book for both students and teachers.

Fisher, Leonard Everett. *Gandhi.* New York: Atheneum, 1995. ISBN 0-6337-0. A biography of Mohandas K. Gandhi illustrating how, as a young boy, he was influenced by his father's politics and his mother's religious beliefs. Although too difficult for second grade readers, this book can be read aloud using maps and pictures to help tell the story of Gandhi's stand against discrimination in South Africa and his work to win independence for his native India.

Fisher, Leonard Everett. *Marie Curie.* New York: Macmillan, 1994. ISBN 0-02-735375-3. The story of the scientist who, with her husband, discovered radium and changed the world. This read aloud book tells the story of a great scientist who won Nobel prizes in physics and Chemistry.

Fritz, Jean. *George Washington's Mother.* Illustrated by DyAnne DiSalvo-Ryan. New York: Grosset and Dunlap, 1992. ISBN 0-448-40385-4. An unusual biography of Mary Ball Washington, a headstrong woman who wanted to have control over the adult life of her famous son, George.

Fritz, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address.* Illustrated by Charles Robinson. New York: Grosset and Dunlap, 1993. ISBN 0-448-40170-3. This is a good account of the events leading to President Lincoln's participation in the dedication of the cemetery at Gettysburg, the day's events, and the famous Gettysburg Address. Fritz dispels the popular myth that Lincoln hastily wrote the speech on his way to Gettysburg.

Greene, Carol. *Laura Ingalls Wilder: Author of the Little House Books* (Rookie Biography Series). Chicago: Childrens Press, 1990. ISBN 0-516-04212-2. A biography of Laura Ingalls Wilder, who actually lived in the little houses about which she wrote.

Greene, Carol. *Mother Teresa: Friend to the Friendless.* Chicago: Childrens press, 1983. ISBN 0-516-03559-2. Beginning with her childhood in Skopji, Yugoslavia, the author explains how young Agnes Bojaxhau came to devote

her life to helping the poor as a Roman Catholic nun. This is an inspiring story of the devotion of Mother Teresa.

Greene, Carol. *Albert Schweitzer, Friend of All Life*. Chicago: Childrens Press, 1993. ISBN 0-516-44258-9. This biography examines the life of a humanitarian who pursued medical missionary work in Africa while developing his spiritual beliefs about the value of all life.

Greene, Carol. *Daniel Boone, Man of the Forests*. Chicago: Childrens Press, 1990. ISBN 0-516-44210-4. Greene's biography examines the life of Daniel Boone, one of America's most famous explorer and pioneer.

* Greene, Carol. *Pocahontas: Daughter of a Chief*. Chicago: Childrens Press, 1988. ISBN 0-516-04203-3. More than the story of Pocahontas, this book examines the early history of the Jamestown colony. An independent reading book for story and empathy.

Greene, Carol. *Roberto Clemente: Baseball Superstar* (ROOKIE BIOGRAPHY series). Chicago: Childrens Press, 1991. ISBN 0-516-44222-8. The story of one of baseball's greatest players and National League batting champion and member of the Baseball Hall of Fame. Clemente however was more than a baseball hero, he was noted for his service to others and presents a good role model for students. This is a read aloud book.

Harness, Cheryl. *Young Abe Lincoln: The Frontier Days, 1809-1837*. Washington, DC: National Geographic Society, 1996. ISBN 0-7922-2713-1. A beautifully illustrated biography of Lincoln's early life from his birth in Kentucky to the establishment of his law practice in Springfield, Illinois.

Jackson, Garnet Nelson. *Benjamin Banneker, Scientist*, Cleveland, Ohio: Modern Curriculum Press, 1993. This is the story of an inventor, map maker and astronomer who played an important role in developing the new capital of the United States. See also *Charles Drew, Doctor, Garrett Morgan, Inventor, Elijah McCoy, Inventor, Maggie Walker, Business Leader, Mae Jemison, Astronaut,* and *Rosa Parks, Hero of Our Time* by the same author. The books in this series may be used for independent reading.

Jones, Charlotte Foltz. *Accidents May Happen: Fifty Inventions Discovered by Mistake*. Illustrated by John O'Brien. New York: Bantam/Doubleday, 1996. ISBN 0-385-32162-7. The author describes how a wide variety of things such as nursery rhymes, the national anthem, anesthesia, cellophane, raisins, and dynamite came into being.

Jones, Charlotte Foltz. *Mistakes That Worked: Forty Familiar Inventions and How They Came to Be.* Illustrated by John O'Brien. ISBN 0-385-32043-4. Stories behind forty things that were invented or named by accident, including aspirin, X rays, Frisbees, Silly Putty, and Velcro.

** Keller, Jack. *Tom Edison's Bright Ideas.* Illustrated by Lane Yerkes. Austin, TX: Raintree Steck-Vaughn, 1992. ISBN 0-8114-6733-3. This biography of inventor Thomas Edison, for beginning readers, focuses on his research with electricity and his invention of the incandescent electric light.

Klingel, Cindy. *Harriet Tubman: Black Liberator* (We the People Series). Illustrated by John Kelly and Dick Brude. Mankato, MN: Creative Education, Inc., 1988. ISBN 0-88682-166-5. A read aloud biography of the runaway slave who risked her life to help other slaves escape to freedom.

* Krensky, Stephen. *Christopher Columbus.* Illustrated by Norman Green. New York: Randon House, 1991. ISBN 0-679-80369-6. A simple account of Christopher Columbus first voyage to America and his return to Spain in 1493.

Langley, Andrew. *Amelia Earhart.* Illustrated by Alan Marks. New York: Oxford University Press, 1997 (OXFORD PICTURE BOOK BIOGRAPHY series). Amelia Earhart flew into history through her courage and skill as a pilot. Her story is one of triumph and tragedy.

Lawson, Robert. *Ben and Me: A New and Astonishing Life of Benjamin Franklin as Written by His Good Mouse Amos.* Boston: Little, Brown, 1988. ISBN 0-316-51730-5. Benjamin Franklin's companion, Amos the mouse, recounts how he was responsible for Franklin's many inventions and discoveries. The book, originally published in 1939, could be read aloud to the class.

Legunn, Joel. *Famous Americans, Books 1 and 2.* Illustrated by Paul Anderson. Hayward, CA: Janus Book Publishers, 1980. ISBN 0-915510-44-8 (Book One, Before 1860) and 0915510-45-6, Book Two, After 1860). This two volume work covers famous Americans who have appeared on U.S. postage stamps at one time or another. There are activities that follow each brief biography. These are good teacher resource books.

Levinson, Nancy Smiler. *Snowshoe Thompson*. New York: HarperCollins, 1992. ISBN 0-06-023802-X. The true story of John Thompson, a Norwegian immigrant who came to California to search for gold in the 1850s. Although he never struck it rich, he won fame as a guide and mail carrier traveling across the Sierra Nevada during the winter snows.

* Lewis, Barbara A. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. Minneapolis: Free Spirit, 1995. In an era of service learning and volunteerism, this is an indispensable guide for teachers suggesting hundreds of ways that students can make positive contributions to their communities.

Lindbergh, Reeve. *Nobody Turns the Sky*. Illustrated by Pamela Paparone. Cambridge, MA: Candlewick Press, 1996. ISBN 1-56402-533-0. A rhymed telling of the life of Bessie Coleman, the first African American aviator, written by the daughter of aviator Charles Lindbergh. This is the story of a girl who dreamed of flying as a child working the cotton fields of Texas. An inspiring tale of perseverance to achieve a dream. Use the book with Langston Hughes' poem "Dreams."

Littlechild, George. *This Land Is My Land*. Chicago: Childrens Press, 1993. ISBN 0-89239-119-7. One page vignettes accompanied by childlike pictures document segments of the American Indian experiences. The stories are a tribute to the author's ancestors and are told with courage, strength, and humor.

* Lundell, Margo. *A Girl Named Helen Keller*. Illustrated by Irene Trivas. New York: Scholastic, 1995. ISBN 0-590-47963-6. A moving story of Anne Sullivan's firm but loving training of young Helen Keller.

*MacLeod, Elizabeth. *Alexander Graham Bell - An Inventive Life*.Buffalo, NY: Kids Can Press. 1999. ISBN 1-55074-456-9. When Alexander Graham Bell sent the first message over the telephone in 1876, he changed the way we communicate. This book chronicles his life. It is filled with so many primary source photographs that you feel as if you are there. The time line at the end of the book is useful for young biographers.

McKissack, Patricia, and Frederick McKissack. *George Washington Carver, The Peanut Scientist.* Hillside, New Jersey: Enslow, 1991. ISBN 0-89490-308-X. This easy to read biography explores the life and accomplishments of Dr. Cafrver, a highly respected American scientist.

McKissack, Patricia, and Frederick McKissack. *Marian Anderson, A Great Singer.* Hillside, New Jersey: Enslow, 1991. ISBN 0-89490-303-9. This biography tells the story of an African American singer who struggled against prejudice to become one of the world's great opera performers of the century.

McKissack, Patricia, and Frederick McKissack. *Ralph J. Bunche, Peacemaker.* Hillside, New Jersey: Enslow, 1991. ISBN 0-89490-300-4. The biography of a statesman and diplomat who was one of the founders of the United Nations and who received the Nobel Peace Prize for his efforts to end the Arab-Israeli War of 1948.

Middleton, Haydn. *Thomas Edison.* Illustrated by Anthony Morris. New York: Oxford University Press, 1997 (OXFORD PICTURE BOOK BIOGRAPHY series). More than any other individual, Edison was responsible for introducing the modern age of electricity. This is the story of Edison pioneering the first commercial electric light and power system as well as other inventions including the phonograph, microphone, and an early movie camera. See also *Henry Ford* (Oxford, 1997) by the same author.

Miller, Robert. *Buffalo Soldiers: The Story of Emanuel Stance.* Illustrated by Michael Bryant. Morristown, NJ: Paramount Publishing, 1995. ISBN 0-382-24391-9. Emanuel Stance was a member of the United States Army's Ninth Cavalry, one of four all-black units, called Buffalo Soldiers by the Indians. Nineteen-year-old Emanuel Stance was the first Buffalo Soldier to win the Medal of Honor. This is a good read aloud and shared reading book. It provides story and historical background information.

Miller, Robert. *The Story of Nat Love.* Illustrated by Michael Bryant. Morristown NJ: Paramount Publishing, 1995. ISBN 0-382-24389-7. Young Nat Love was a freed slave who followed his instincts and moved west. He became known as a champion roper and the best shot of the western cattle country. Nicknamed Deadwood Dick, Nat became the most famous of all the eight thousand African Americans who drove cattle up the Chisholm Trail. This can be used as a read aloud, shared, or independent reading book.

Miller, Robert. *The Story of Stagecoach Mary Fields.* Illustrated by Cheryl Hanna. Morristown, New Jersey: Silver Press, 1995. ISBN 0-382-24394-3. The story of a 60 year-old first African American woman stagecoach driver who braved

the elements and fought bandits as she carried the U.S. mail and passengers in Montana.

Mitchell, Barbara. *The Wizard of Sound: A Story about Thomas Edison.* Illustrated by Hetty Mitchell. Minneapolis: Carolrhoda Books, 1991. ISBN 0-87614-445-8. A chronicle of the life and contributions of the Thomas Edison, from his sickly childhood to the creation of his own favorite invention, the phonograph.

Monjo, F. N. *The Drinking Gourd.* Illustrated by Fred Brenner. New York: Harper and Row, 1970. ISBN 0-440-84157-7. A fictional story that reveals the courage of runaway slaves who followed the Big Dipper (drinking gourd) north to freedom. This is an easy to read book that may be used for shared reading or can be read independently.

Moore, Eva. *The Story of George Washington Carver.* New York: Scholastic, 1971. ISBN 0-590-09271-5. This biography explores the life and work of George Washington carver from planting a secret garden in the woods at age seven to his fame as a research scientist.

** Novelli, Joan, and Beth Chayet. *The Kids Care.* New York: Scholastic Professional Book, 1991. ISBN 0-590-49141-5. This practical book includes 50 class projects that help students help others. Topics include people partnership, Community Involvement, Social Action, Environmental Issues, Animal Protection, and Global Awareness.

* Penner, Lucille Recht. *Sitting Bull.* Illustrated by Will Williams. New York: Grosset and Dunlap, 1995. ISBN 0-448-40937-2. A moving story of a boy named Slow who proved himself a brave warrior and was given a new name--Sitting Bull. The biography traces Sitting Bull's life and accomplishments as a brave hunter, strong warrior, and wise chief.

* Penner, Lucille Recht. *The True Story of Pocahontas.* Illustrated by Pamela Johnson. New York: Random House, 1994. ISBN 0-679-86166-1. The story of a brave Indian princess who saved the life of John Smith, married John Rolfe and lived in England until her death in 1617.

Platt, Richard. *Smithsonian Visual Timeline of Inventions.* New York: Korling Kindersley, 1994. ISBN 1-56458-675-8. From the first prehistoric tools and weapons to videophones and virtual reality, this book charts the history of human ingenuity. Each page includes a running chronology of world events, placing each invention in its social and historical context.

Reid, Spruan, and Patricia Ara. *Inventors From Da Vinci to Biro.* Tulsa, OK: Osbourne, 1994. ISBN 0-746-00705-1. This book looks at the men and women whose ideas and creations have changed our lives. It includes an index, key dates, and lots of photographs and diagrams.

St. Andre, Ralph. *Simple Book of Machines.* Inglewood, CA: Teachers Idea's Press, 1993. Essential mechanics on how to build simple machines, including step by step directions. This resource book is available from the publisher or social studies supply houses.

Sandler, Martin W. *Inventors* (A Library of Congress Book). New York: HarperCollins, 1996. ISBN 0-060-24923-4. An examination of great minds and ground-breaking inventions in our country's history through over 100 primary source pictures, posters, and paintings in the Library of Congress collection. Although too difficult for second grade readers, the illustration can be effectively used in class.

* Schroeder, Alan. *Minty--A Story of Young Harriet Tubman.* Illustrated by Jerry Pinkney. New York: Dial Books for Young Readers, 1996. ISBN 0-8037-1888-8 (trade book). A fictionalized biography of young Harriet Tubman, who was called Minty as a child, dreams of escaping from slavery. The book is set in the late 1820s.

Schroeder, Alan. *Stachmo's Blues.* Illustrated by Floyd Cooper. New York: Doubleday Books for Young Readers, 1996. ISBN 0-385-32046-9. Alan Schroeder has written a fictional re-creation of the young Louis Armstrong growing up in New Orleans. Although too difficult for most second grade students, this is a good read aloud book.

* Smith, Barry. *The First Voyage of Christopher Columbus, 1492.* New York: Viking/Penguin, 1992. ISBN 0-670-84051-3. Illustrated with fanciful drawings, this step by step journey brings the excitement of the voyage alive. A large fold-out map along with smaller maps throughout the text help students trace Columbus's first voyage.

Stevens, Bryna. *Ben Franklin's Glass Armonica.* New York: Bantam, 1983. Ben Franklin is usually remembered for his contributions as a political leader, scientist, writer, and inventor. Franklin was also a musician and invented a new musical instrument, an armonica, made from glass bowls. The author

tells of the fame of the new musical invention and the mystery that caused it to lose favor. No longer in print, this book is available at public libraries.

* Stevens, Bryna. *Deborah Sampson Goes to War.* New York: Dell, 1984. ISBN 0-440-40552-1. Desiring to serve in the military during the American Revolution, Deborah Sampson disguised herself as a man and joined the army in 1781. Shot in battle, she lied about her wounds to avoid being discovered. This is a story of courage and determination.

Taylor, Barbara. *Zippers Have Teeth and Other Questions About Inventions* . New York: Kingfisher, 1995. ISBN 1-856-97670-X. This book, in the I Wonder Why series, is full of lively answers to all those tricky questions about how the world works including common household inventions.

Turvey, Peter. *Inventions, Inventors and Ingenious Ideas* (Timeline Series). New York: Franklin Watts, 1992. ISBN 0-531-15713-X. Tracing the story of inventions from the making of fire to microprocessors, the book includes an index, glossary, and time line.

Winter, Jeanette. *Follow the Drinking Gourd.* New York: Knopf Dragonfly Books, 1988. ISBN 0-679-81997-5. Drawn from historical records and the words of a folk song that relayed directions for an escape route, this moving story describes a brave groups of slaves who followed the drinking gourd--the Big Dipper--to freedom. A good read aloud and shared reading book that can be paired with Monjo's *The Drinking Gourd.*

Wright, Courtni C. *Journey to Freedom: A Story of the Underground Railroad.* Illustrated by Gershom Griffith. New York: Holiday, 1994. ISBN 0-8234-1096-X. A fictionalized account of Harriet Tubman leading eight slaves to freedom on the underground railroad. This story will captivate a young audience.

* Zadra, Dan. *Kit Carson: Trailblazer of the West* (We the People Series). Illustrated by John Kelly and Dick Brude. Mankato, MN: Creative Education, Inc., 1988. ISBN 0-88682-189-4. An easy-to-read biography of Kit Carson, who ran away from home at the age of fifteen to begin a career as a hunter, explorer, and mountain man. Biographies in the We the People Series are divided into the following catagories, Women, Frontiersmen, Explorers, Indians, and War Heroes. Some of the titles are: *Clara Barton* (Klingel & Zadra, ISBN 0-88682-168-1); *Davy Crockett* (Zadra, ISBN 0-88682-195-9); *Leif Ericson* (Zadra, ISBN 0-88682-180-0); *Osceola* (Ropthaus, ISBN 0-88682-162-2); and, *Sam Houston* (Zadra, ISBN 0-88682-187-8).

Visual and Performing Arts Resources

Ada, Alma Flor, Violet S. Harris, and Lee Bennett Hopkins. *A Chorus of Cultures: Developing Literacy Through Multicultural Poetry*. Illustrated by Morissa Lipstein, Jane McCreary, Christine McNamara, and D. J. Simi. Carmel, Calif.: Hampton-Brown, 1993. ISBN 1-56334-325-8. An anthology of American poetry including hundreds of poems, songs, sayings, and folklore. It includes scores of themes and dozens of whole-language activity ideas to develop literacy and extend concepts across the curriculum. This teacher resource includes poems and strategies to use with students.

Altman, Susan, and Susan Lechner. *Followers of the North Star: Rhymes about African American Heroes, Heroines, and Historical Times*. Illustrated by Byron Wooden. Chicago: Childrens Press, 1993. ISBN 0516-45151-0. A collection of poems about some of the historical experiences of African Americans and about such prominent people as Benjamin Banneker, Matthew Henson, Rosa Parks, Jackie Robinson, Leontyne Price, George Washington Carver, and Harriet Tubman.

Ashley, Bryan. *All Night, All Day: A Child's First Book of African-American Spirituals*. New York: Atheneum, 1991. ISBN 0-689-31662-3. A selection of twenty spirituals including piano accompaniment and guitar chords. This is a good teacher resource for performing arts activities.

Finch, Spencer, and Mary Beth Spann. *Interactive Picture Series: Famous Americans* (Teaching Guide, Reproducibles and Activities). New York: Scholastic, 1995. ISBN 0-590-53556-0. The series starts with a picture a great American and expands through a written biography, a reproducible, a time line, activities, and a poem to provide a fuller understanding of each person and how he or she contributed to our country. This is a good visual arts resource.

Appendix 1
Biography Graphic Organizer

Name:	Dates Lived:	Location:	Key Events in the Person's Life:	Accomplishments:

Appendix 2

Recommended Biography Series to READ to Children

Note: Refer to the **Resources for the Sample Topic** bibliographic information.

The **Picture Book Biography series** by David Adler (Holiday House, New York) is well suited to oral reading by the teacher. Titles in this collection include *Sitting Bull, Christopher Columbus, Frederick Douglass, Benjamin Franklin, Helen Keller, John F. Kennedy, Martin Luther King, Jr., Robert E. Lee, Thomas Jefferson, Abraham Lincoln, Florence Nightingale, Jessie Owens, Rosa Parks, Jackie Robinson, Eleanor Roosevelt, Sojourner Truth, Harriet Tubman,* and *George Washington.*

The **Great American Series** published by Simon & Schuster is also appropriate for teacher reading. Sample titles include *Sitting Bull, Albert Einstein, Thomas Jefferson, John F. Kennedy, Martin Luther King, Abraham Lincoln, Harriet Tubman,* and *George Washington.* Some authentic illustrations from the Library of Congress, the National Archives and the National Portrait Gallery are included.

The **First Biographies series** published by Raintree Steck-Vaughn introduces students to life stories of legendary American heroes. The biographies are based on both documented fact and in some cases elements of the legends that surround each of these heroes. Sample titles include *Christopher Columbus, Paul Revere,* and *Booker T. Washington.*

The **Read and Discover series** by Bridgestone Books (Capstone Press) is a photo-illustrated biography series including over 15 titles of famous men and women in American history. Titles in this collection include George Washington, Sojourner Truth, Chief Joseph, Theodore Roosevelt, and Cesar Chavez.

Appendix 3
Recommended Series of Easy-to-Read Books

Note: Refer to the **Resources for the Sample Topic** for bibliographic information.

A Rookie Biography Series from Childrens Press *Pocahontas, Daughter of a Chief*
Schweitzer, Friend of All Life (Greene, 1993), *Benjamin Franklin, Martin Luther*

Beethovan, Jackie Robinson, and Jacques Cousteau. These are appropriate for second

short chapters, and a time line in the back.

The is well suited for independent reading
for good Grade 2 readers. Consider using
(Benitez, 1992) from the Real Reading series while studying topics from Standard
4, People Who Supply Our Needs. Steck-Vaughn also has a
Series which includes titles such as (Holland, 1997), and the
following 1995 titles by Gleiter & Thompson - *Sacagawea, Pocahontas, Christopher*
and *Booker T. Washington*
each biography.

Step into Reading Series from Random House.
True Story of Pocahontas (Penner, 1994) and (Krensky, 1991)
are both Step 2 books.

All Aboard Reading from Gosset &
Dunlap *Sitting Bull* (Penner, 1995) is a level 2 book which has repetition in the

the page. The sentences are simple and broken up into short lines to make
reading easier. Unfortunately, Sitting Bull is the only biography.

has thirty easy-to-read
biographies sorted into categories which include Women of America, Indians of

America. One example is *Kit Carson*

A Dell Young Yearling Series
One example is *Deborah Sampson Goes to War*

The Lerner **On My Own Biographies Series for Young Readers**
important episodes that explain how the person became famous rather than a
"cradle to grave" account of the individual's life. The series includes biographies

of humorist Will Rogers, artist Georgia O'Keeffe, and social reformer Florence Kelley, among others.

Great African Americans Series from Enslow Publishers includes a number of readable biographies of prominent leaders such as Frederick Douglass, Martin Luther King, George Washington Carver, and Mary McLeod Bethune as well as lesser know individuals such as Marian Anderson, Carter G. Woodson, and Ralph J. Bunche.

Beginning Biographies Series from Silver Burdett Press includes a number of easy to read biographies appropriate for second graders to read.

Alexandrea Wallner's *Laura Ingalls Wilder* (Holiday House, 1997) is a biography of the well-known author of "The Little House on the Prairie." It describes the pioneer experiences that provided the basis for much of her writing. Wallner has also written biographies of Betsy Ross and Beatrix Potter. The text is challenging for most young readers but the large, bright illustrations help to provide visual clues.

My Hero's Biography

Your biography should include:

- **a cover including your hero's name, dates lived, and your name**
- **a map showing the geographic areas where your hero lived and worked**
- **a description of 4 to 6 key events in your hero's life**
- **your hero's major accomplishments**

Optional topics you may want to include:

- **a description of your hero's childhood talents or interests**
- **sacrifices that your hero had to be make**
- **obstacles your hero had to overcome**
- **a picture of your hero**

Appendix 6

I Am POEM

I am

I wonder

I hear

I see

I want

I am

I feel

I worry

I dream

I try

I hope

I am

Appendix 7

Hero Plaque

PICTURE

_____

(name)

Is recognized as a hero by the students of

_____

(school name)

for

_____

_____

_____

_____

(accomplishments)

Appendix 8

"Bio poem" Format

Line 1: Full name

Line 2: Dates lived

Line 3: Resident of (city, state, country)

Line 4: Two adjectives describing the person

Line 5: Talents or interests

Line 6: Obstacles

Line 7: Beliefs

Line 8: Major accomplishment

Sample Bio poem:

Thomas Edison

1847-1931

Menlo Park, New Jersey, USA

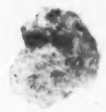
persistent, curious

good reader, interested in science

hard of hearing

no substitute for hard work

1093 patents for inventions



Appendix 9

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to your dreams
For when dreams go
Life is a barren field
Frozen with snow.

-Langston Hughes

Appendix 10

Mini-Unit on Inventions that Have Changed Our Lives

On chart paper, brainstorm a list of inventions. Have students analyze how these inventions have changed people's lives. Write the following incomplete sentence on the board: *My life would be different without the invention of* _____. Read the sentence aloud and call on several volunteers to complete the sentence. Ask the student to explain how the invention makes a difference in his or her life. Have each student write the sentence and fill in the blank. In addition, ask students to draw a diagram of the invention and label its parts.

Ask students if they know of any inventions that have been created during their lifetime. Record the list on a chart. (Note: children often think that items were just invented when in fact they have been around for many years.) Ask, "How we could find out for sure when these items were invented?" (See the Resources for the Sample Topic for invention books by MacLeod, 1999; Reid & Ara, 1994; Sandler, 1996; Turvey, 1992; and Taylor, 1995. Encyclopedias such as the *World Book Encyclopedia* provide references in the "inventions" section and under the specific item. The *World Almanac* also has a section on inventions.)

Explain to students that they are going to interview their parents, and if possible a grandparent to ask them about an invention that has been created during their lifetime that has changed their life. Compile the interview results.

Brainstorm a list of original inventions that have changed form today. (For example, from a phonograph to a cassette player to a compact disk). Explain that one invention often leads to other inventions. Ideas from Edison's projector and phonograph inventions were used to make a machine that recorded talking movies. Create a "Then and Now" chart in which students list or draw a picture of an item in the "Then" section and the updated version in the "Now" section. (A wash board could be in the "Then" section and a washing machine in the "Now" section.) If possible, collect artifacts to illustrate the chart. These artifacts can be used to create a "tabletop museum" in your classroom. Kitchen tools are often readily available for this project. You will find that sometimes an item in the "Now" section was previously done by hand. For example, in the "Now" section might be an electric bread machine whereas in the "Then" section, the kneading was done by hand. (Sometimes the "Then" and "Now" remain the same by preference - some bakers would never use a bread machine.)

Ask students to brainstorm a list of jobs they need to perform. Could a new invention make their work easier? What about a bed making machine? a microphone they could speak into that would write out their homework? What

inventions would you like to see that would make teaching easier? Challenge students to create their own invention. They must give it a name, draw a diagram of it, label its parts, write a description of how it works, and explain how the invention will make a difference in the life of the user. Explain that these steps would be necessary to apply for a **patent** (a grant made by the government that confers on the creator of an invention the sole right to make, use and sell that invention for a set period of time).

Assessment for the Mini-Unit on Inventions that Have Changed Our Lives:

- complete the sentence "My life would be different without the invention of _____.", draw a diagram of the invention, and label its parts

- interview a parent and if possible grandparent about an invention that was created during their lifetime and how it has changed their life

- create a "Then" and "Now" chart of inventions

create their own labor-saving invention, give it a name, draw a diagram of the invention, label its parts, write a description of the invention, and explain how it will make a difference in the life of the user